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ABSTRACT

This document is a collection of course outlines, syllabi, and test materials designed for several lower division philosophy courses to be taught in an auto-tutorial learning laboratory situation. The courses included here are: Introduction to Philosophy, Introduction to Ethics, Advanced Survey of Philosophical Problems, Advanced Survey of Ethics, Individual Pilot Study on a Modern Philosopher, and Individual Pilot Study on a Concept. Each course outline contains behavioral objectives, course goals, average student completion time, and the number of credits allotted, as well as a list of suggested student materials and texts. The syllabi are designed to be distributed to the students and include a brief description of each modular unit, the approximate amount of time each should take, a list of tasks to be completed, a description of how to receive "A" and "B" grades, descriptions of the essay exam and the research paper, and a cassette catalog bibliography. The tests include a pre-assessment survey, an oral report, student evaluation forms for each unit, and an objective exam. Each course is designed to accompany a particular textbook. (DC)

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Philosophic Heuristic Instruction (I)

Walter A. Coole, Skagit Valley College

This is a collection of course outlines, syllabi, and test materials for several lower-division courses intended for open-classroom use. Other course materials will be presented through ERIC separately.

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Introduction to philosophy
Introduction to ethics
Advanced survey of philosophical problems
Advanced survey of ethics
Individual pilot study on a modern philosopher
Individual pilot study on a concept

Suggestions, opinions, and questions are welcome...

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JC 750 241

Introduction to Philosophy. Course outline
by Walter A. Coole, Skagit Valley College.

Skagit Valley College Course Number: Philosophy 100

Quarter credits: 5 *Semester credits:* 3

Average student completion time: 165 hours

Goal. At the completion of this course of study, the student will have begun to behave, verbally, like a philosopher.

Performance objectives.

I. BEHAVIORAL OBJECTIVES FOR ACHIEVEMENT-LEVEL ONE (MEMORY):

(A) When you are confronted with the philosophical terms which appear in the learning packet under the heading of concepts and sub-concepts, you can identify the correct definitions of these terms and recognize appropriate examples of the concepts to which the terms refer.

(B) When a multiple-choice question refers to any specific *philosopher* whose arguments are emphasized in your program, you can identify the general opinions which he supports and those with which he disagrees.

II. BEHAVIORAL OBJECTIVES FOR ACHIEVEMENT-LEVEL TWO (INDEPENDENT JUDGMENT):

(A) When confronted with a particular *idea* which is quoted from any of the readings required for the unit and listed in the learning packet, you can

1. apply it to unfamiliar examples, which will be presented in the form of a multiple-choice question.
2. recognize unstated implications, which also will be presented in the form of a multiple-choice question.

(B) When a multiple-choice question refers to any specific *viewpoint* which is described above under the heading of concepts and sub-concepts, you can distinguish statements which are

1. included in the implications of the viewpoint at least according to someone who supports this viewpoint.
2. compatible with it although not one of its implications.
3. incompatible with it but in a subtle sense which is noticed after examining many arguments and criticisms.

III. BEHAVIORAL OBJECTIVES FOR ACHIEVEMENT-LEVEL THREE (ORIGINAL INSIGHT):

When confronted with a *crucial passage* from a philosophical selection which you have investigated, you can write a well-organized essay in which you:

1. Describe some of the important arguments against the viewpoint represented in the passage.
2. Describe how the author would defend his position against such arguments.
3. Further explore the implications of the passage by applying its ideas to unstated examples which you invent rather than merely recognize.
4. *Effectively* defend your own viewpoint, at least with respect to the arguments we have studied. (An effective defense of your viewpoint requires the ability to answer at least some major attacks upon it.)
5. *Fairly* represent the arguments which conflict with your viewpoint and which we have studied. (A fair representation is one which a competent person who accepts such a view would find satisfactory.)*

Entry. The student should have a mastery of spoken and written English appropriate to a high school graduate, be able to follow written and verbal instructions, and have a desire to attain the course objectives, when explicitly stated.

Student materials.

Testing form: Automata Student Response Card (1-50)
Pencil, paper, dictionary
Williams: *Man Asks Why.* Columbus, Ohio: Merrill Publishing Co. 1973.
Coole: *Introduction to Philosophy.* Syllabus to accompany Williams' *Man Asks Why.*

Teacher preparation. Study the text, the syllabus, and testing materials carefully.

Other materials required.

Introduction to Philosophy: Final examination (Forms A & B)

Audiotapes of philosophical lectures and discussions, eg. those listed in: *Open Classroom Cassette Catalog for Philosophy.*

*Reproduced from *Man asks Why* by permission of the publisher.

INTRODUCTION TO PHILOSOPHY: Syllabus to Accompany Williams' Man Asks Why by Walter A. Coole, Skagit Valley College*

AS YOU BEGIN YOUR COURSE OF STUDY, PLEASE READ ALL THE WAY THROUGH THIS SYLLABUS. ASK ABOUT ANY PART THAT'S UNCLEAR TO YOU.

In this course of study, you will devote about 165 hours of effort to learning to behave like a philosopher. In the process, you'll be seeking to be become more able to make wise choices and creat opportunities. You'll be drawing on the cumulative experience experience of over two thousand years.

In your first few hours of study, you'll be provided with some detailed information about what the pursuit of wisdom involves. You'll then be able to decide, on the basis of this information, whether this course is suitable for your purposes or not--and if not, what to do about your choice.

There are four units in this course. They are of unequal lengths. Here's a brief description of them...

UNIT I. This unit takes about 15 hours to complete--10% of the available time. In this unit, you'll get some idea about the activity of philosophizing and the methods by which you'll learn how to philosophize.

Your target date for completing Unit I is _____.**

UNIT II. Takes about 50 hours. Should be completed well before the middle of the available time. In this unit, you will learn some precision habits typical of a philosophical mentality; also, you will entertain some idea, new and old, about science and theology.

Your target date for completing Unit II is _____.

UNIT III. Takes about 50 hours. Should be completed slightly after mid-term. In this unit, you will learn some synthesis habits necessary

---

*With aid and advice from: John D. Connell, John McClure, John Reid, Irene Raymond, and Nickolai Bourbaki.

**Target dates for students entering the course at the beginning of a regular term are posted; please use them unless you're trying to complete the course early for some reason. Students entering at other times in the term should allocate their time similarly.

to begin philosophizing. An important topic to be studied in Unit III is freedom.

Your target date for completing Unit III is _____.

UNIT IV. Takes about 50 hours. Should be completed at least a week before the end of the term. This unit will be an opportunity to show your philosophic skill by expressing your own ideas.

UNIT I

Things to learn early in the course	How to learn them
How to recite during conference periods( )*	Familiarization session or audiotutorial package: Greenlap #8
The layout of the Open Classroom( )	Familiarization session or audiotutorial package: A Tour of the Open Classroom
People you'll work with( )	Familiarization session or audiotutorial package: Open Classroom People

TEXTBOOK ASSIGNMENT: Williams: Man Asks Why -- Introduction Section, pp. 3-92 ( )

When you've completed working your way through the programmed introduction, please do the following...

1. Copy your answers to the questions on pp. 13-15 onto the sheet following -- page 1.3 of this syllabus

2. Complete the Open Classroom Student Survey available from the bulletin board.

3. Discuss both at your next conference period; you'll be asked to turn them in at that point.

IF YOU WISH TO CONTINUE WITH THE COURSE...	IF YOU FEEL THAT THE COURSE IS NOT FOR YOU...
Procede to Unit I, page 2.1.	See your counselor about a change of program.

*These blanked-out parentheses are provided for your convenience in keeping track of what you've done. Please make a check-mark in each as you've completed each task assigned.

NAME _____

Date _____

INTRODUCATION TO PHILOSOPHY:
PRE-ASSESSMENT SURVEY

1. A B C D E
2. A B C D E
3. A B C D E
4. A B C D E
5. A B C D E
6. A B C D E
7. A B C D E
8. A B C D E
9. A B C D E
10. A B C D E
11. A B C D E
12. A B C D E
13. A B C D E
14. A B C D E
15. A B C D E
16. A B C D E
17. A B C D E
18. A B C D E
19. A B C D E
20. A B C D E
21. A B C D E
22. A B C D E
23. A B C D E
24. A B C D E
25. A B C D E

UNIT II

TEXTBOOK ASSIGNMENT: Williams: Man Asks Why

1. Review page 39 of the introduction section. Keep clearly in mind, what your trying to learn in this course.

2. Work completely through Learning Packet One: "Science and God."

DIALOGUE PRACTICE:

In this exercise, you will learn to verbalize philosophically, augmentint your philosophic skills involving the use of the written word.

1. From the list of recorded audiotapes provided in the Open Classroom, select one recording you find interesting or useful for your purposes.

2. Examine pages 2.3-2.4 of this syllabus; get in mind what information and judgements you'll need for completing the worksheet.

3. Listen to the recording, taking sufficient notes to complete the worksheet. (If you don't like the content, select another recording.) Consult Runes' Dictionary or the Oxford English Dictionary if you encounter unfamiliar terms.)

4. At a scheduled conference, be prepared to report, orally, on the recording's content, using the worksheet as a reference. This report should be compact: no longer than 5 minutes.

5. After your report, the instructor will give his opinion of your performance.

If your report is appoved, you will have successfuly completed Unit II.

Name_____

Date_____

INTRODUCTION TO PHILOSOPHY
ORAL REPORT, UNIT II

Title:_____

Speaker(s):_____

Key terms and concepts:_____

_____

_____

General opinion supported:_____

_____

_____

An example from your own experience that the speaker would agree is illustrative of his opinion:

_____

_____

_____

Your reservations about the ideas put forth:_____

_____

_____

YOUR INSTRUCTOR'S EVALUATION:_____

_____

_____
Instructor

Retain this sheet; present it at your final examination

Your evaluation of Unit II

(To be completed after you have reported.)

1. List some new facts you have learned: _____

2. What new undertakings have you started? _____

3. What new concepts have you gained? _____

4. How has you conduct changed? _____

5. Remarks: _____

UNIT III

TEXTBOOK ASSIGNMENT: Williams: Man Asks Why

1. Review page 39 of the introduction section. Keep clearly in mind what you're trying to learn.

2. Work completely to the end of the book on Learning Packet Two: "Dimensions of Freedom".

DIALOGUE PRACTICE:

1. From the list of recorded audiotapes provided, select one recording you find interesting or useful to your purposes.

2. Examine pages 3.3-3.4 of this syllabus; Get in mind what information and judgements you'll need for completing the worksheet.

3. Listen to the recording, taking sufficient notes to complete the worksheet. (If you don't like the content, select another recording.) Consult Runes' Dictionary or the Oxford English Dictionary for unfamiliar terms.

4. At a scheduled conference, be prepared to report, orally, on the recording's content, using the worksheet as a reference. This report should be no linger than five minutes.

5. After your report, your instructor and perhaps fellow students will give opinions on your performance.

6. When your report is completed successfully, you will have completed Unit III.

Name_____

Date_____

INTRODUCTION TO PHILOSOPHY
ORAL REPORT, UNIT III

Title: _____

Speaker(s): _____

Key terms and concepts: _____

_____

_____

General opinion supported: _____

_____

_____

An example from your own experience that the speaker would agree is illustrative of his opinion:

_____

_____

_____

Your reservations about the ideas put forth: _____

_____

_____

YOUR INSTRUCTOR'S EVALUATION: _____

_____

_____
Instructor

Retain this sheet; present it at your final examination.

Your evaluation of Unit III

(To be completed after you have reported.)

1. List some new facts you have learned: _____

2. What new undertakings have you started? _____

3. What new concepts have you gained? _____

4. How has your conduct changed? _____

5. Remarks: _____

UNIT IV

One more time...

Review the course objectives on page 39 of the introduction section of Man Asks Why. In this unit, we'll test for these objectives having been met.

HOW TO ACHIEVE A GRADE OF "B".

1. Using a standard 50-entry test form, score at least 45 "right" answers. This test may be completed in the Open Classroom any time after you've completed Unit III. It's a multiple-choice test with questions on Man Asks Why as illustrated on page 41 of the introduction.

If you don't achieve a score of 45, you may re-take the test (an alternate form) after additional study--any number of times.

2. Complete the Open Classroom Student Opinionnaire provided.

HOW TO ACHIEVE A GRADE OF "A". (After you've attained a grade of "B")

You have several choices on how to make a grade of "A"...

Successfully writing an essay exam
Writing a research paper of good quality
Acting as a coach
Specially-designed projects

THE ESSAY EXAM

1. Your essay exam must be taken within two weeks of passing the objective test above.

2. Study pages 87-88 of the introduction section of Man Asks Why. This describes the form of the exam and the standards by which you will be evaluated.

3. You may base your essay on materials found in Man Asks Why or other philosophical works you and the instructor agree upon. The exam will be open-book; you may use references if you like. If you use a source other than the textbook, you must hand it in with your paper.

4. Your essay will be written in the classroom and must meet the following general standards:

--legible
--standard grammar and composition
--concise

THE RESEARCH PAPER

1. Your research paper must be submitted within five instructional weeks of passing the objective test.

2. Study pp. 87-88 of the introduction section of Man Asks Why. This passage describes the general outline of your research paper and the standards set for its evaluation.

3. Your paper must be typewritten. It should be twenty to thirty pages long and be developed according to "10 Steps in Writing the Research Paper."

4. You may select any topic listed in Runes' Dictionary of Philosophy or the Encyclopedia of Philosophy for your paper.

5. If your grade of "B" has already been turned in because of administrative requirements, it will be changed to "A" upon satisfactory evaluation of your paper.

ACTING AS A COACH

1. You may achieve an "A" by coaching, beginning immediately after passing the objective test. You must establish a posted schedule approved by the instructor to begin.

2. Your coaching time must include at least one regularly scheduled conference period per week.

3. For precise information on coaching, see "Coaches' Notebook"; generally, your duties will be to:

answer routine questions about the Open Classroom to all students who ask for help

assist Introduction to Philosophy students, specifically, with both course procedures, content, and reading difficulty

set an example of scholarly industry

SPECIAL PROJECTS

If you have some special talent or interest, you may want to exercise it philosophically. These projects must be negotiated with the instructor and a written agreement worked out covering the project.

.....

There are other subjects being studied in the Open Classroom. If you've completed this course before the end of the term, you may wish to get started right away in something else. You may register now or delay until the beginning of the next term--but either way, you're welcome to begin another course immediately.

Here are some options available in the Philosophic Heuristic Instruction Program...

INFORMAL LOGIC. A study of problem-solving strategies and the use of language as a problem-solving methods. Also treats "informal fallacies". (100 hours)

FORMAL LOGIC. A rigorous study of deduction through the use of symbolic logic. (165 hours)

ETHICS. A study of axiology with specific applications to your personal ideals and life plans. (165 hours)

INDIVIDUALIZED STUDIES. (Variable time) Some examples:

Advanced surveys of philosophy applied to such problems as: self-development, politics, technology, ecology

Historical studies

Advanced logical studies

Philosophy of science

Aesthetics--the consideration of beauty, leisure, and enjoyment

Propaganda analysis

Philosophic public-service projects

To undertake individualized, independent studies, you must contact the instructor before registering; a learning contract must be negotiated and approved by higher-ups.

CASSETTE CATALOG. Bibliography.
Walter A. Coole, Skagit Valley College

(Partial listing)

Speakers	Title	Publisher
Scott Buchanan	How to Read a Platonic Dialogue	Center for the Study of Demo. Inst.
S. I. Hayakawa	Semantics & Sexuality	Everett-Edwards, Inc.
Robert M. Hutchins	The Ombudsman	Center for the Study of Demo. Inst.
-----	What Is the Biological Revolution?	Center for the Study of Demo. Inst.
Frankel	The Awful Idea of Being an Individual	Pacifica Tapes Lib.
Carl Rodgers	The Mature Person's Approach to Values	Pacifica Tapes Lib.
Roy Finch	Technology and the Human Spirit	Pacifica Tapes Lib.
--------	The History of Ideas	Center for Cassette Studies
--------	Science and the Future of Man	American Association for the Advancement of Science
--------	Current Problems of Cosmology	American Association for the Advancement of Science
--------	Biology of Violence	American Association for the Advancement of Science
Paul Ehrlich	Population Control Begins at Home	Center for the Study of Demo. Inst.
--------	Divorce American Style	Center for Cassette Studies
Eugene Burdick Graham Greene	The Suburbanite	Center for Cassette Studies

Speakers	Title	Publisher
--------	Explosive Society	Center for Cassette Studies
Joseph Spatafora	Teacher-Student Empathy	Educational Research Group, Inc.
C. P. Snow	Two Cultures	Center for Cassette Studies
--------	The Rights of the Arrested	Center for Cassette Studies
--------	Agonies of the American Student	Center for Cassette Studies
--------	Education and Common Sense (de Tocqueville)	Center for Cassette Studies
_____	Is There An optimum Level of Population?	American Association for the Advancement of Science
V. Woolfe	Women in Literature	Center for Cassette Studies
Keyt	Philosophy of C. I. Lewis	Center for Cassette Studies
Frankel	Ten-Part Dialogue on Philosophy	Academic Recording Institutie

Note: There are other commercial materials available; also many locally-recorded cassettes. Check the library media-center.

Introduction to Philosophy. An objective examination based on Williams' *Man Asks Why.* Form A.

PLEASE DO NOT WRITE IN THE EXAMINATION BOOKLET.

1. T-F. Doing philosophy is primarily a matter of feeling.

2. T-F. Self-conditioning is an appropriate way to acquire philosophical discipline.

3. T-F. The best way to learn philosophy is to consult original sources.

4. Which of these is NOT a major division of philosophy?
   A. Epistemology
   B. Metaphysics
   C. Axiology
   D. None of the above is a major division
   E. A, B, and C are major divisions of philosophy

5. T-F. Axiological statements treat of value.

6. T-F. Given a pair of apparently inconsistent beliefs, the conflict may be resolved only by throwing one out.

7. T-F. Determinists maintain that no event is causally undetermined.

8. Which of these have value in philosophy?
   A. Drill
   B. Education
   C. Both
   D. Neither

9. T-F. There is no such thing as significant philosophical behavior.

10. T-F. Weingartner believes that every person's moral judgement is of equal value.

11. T-F. A philosopher's biography is insignificantly related to his teachings.

12. T-F. Russell says that religion is historically significant.

13. Which of these best represents Russell's view of laws?
   A. Laws of conduct are scientific laws
   B. Scientific laws are quite different from laws of conduct
   C. Both A and B
   D. Neither A nor B

14. T-F. According to Russell, orthodox theologians are ridgidly inflexible.

15. According to St. Thomas, the existence of an omnipotent, benevolent Creator...
   A. can be known only through revelation
   B. can be known only with the aid of revelation
   C. can be established exclusively through reason
   D. none of the above

16. In Russell's view...
   A. Religious creed claims eternal and certain truth
   B. Scientific theory is tentative
   C. Both A and B
   D. Neither

17. T-F. Russell was an atheist.

18. T-F. Russell tells us that "no technique exists to facilitate" the creation of a scientific hypothesis.

19. With regard to scientific hypothesis:
   A. The origins cannot be disentangled from their verification
   B. Creation and testing must be dissociated
   C. Neither of the above

20. *A priori* knowledge...
   A. is the same as *a posteriori*
   B. doesn't depend on experience
   C. is different from *a posteriori*
   D. A and B above
   E. B and C above

21. According to Perry, material characteristics...
   A. always become generic
   B. never become generic
   C. generally become generic on some conditions

22. T-F. Evolution forces us to atheism.

23. Paley refers to "the principles of order" as something which...
   A. becomes unintelligible unless we assume that some intelligent being produced this order
   B. indicates a regularity which cannot arise accidentally
   C. involves both of the above
   D. involves neither of the above

24. T-F. Russell and Paley are in agreement about the issue treated in the preceding question.

25. T-F. Wisdom suggests that we are less likely to show our belief in God by praying for rain as we learn about the scientific cause for rain.

26. T-F. Wisdom suggests that the belief in God involves one's awareness of specific occurrences.

27. T-F. No sentence is true simply by the meaning of its words.

28. Which of the following is an 'assertion' in Flew's sense?
    A. Shut the door.
    B. Bourbaki lives!
    C. The Sorbonne is fun.
    D. All of the above.
    E. None of these.

29. T-F. James judges an hypothesis' "liveness" by how it affects particular people's behavior.

30. T-F. According to James, reason usually settles differences of belief.

31. T-F. Holbach's attack of the hypothesis of freedom is against all forms of religion.

32. T-F. Holbach was an antideterminist.

33. T-F. Holbach argues that we are not free, although our choices follow from our motives.

34. Freedom, according to Campbell, occurs when...
    A. the agent is the sole cause
    B. he can vary his causality
    C. Both A and B
    D. Neither A nor B

35. Consider Campbell's and Holbach's views of common sense.
    A. Campell appeals to common sense.
    B. Holbach appeals to common sense.
    C. Both men appeal to common sense.
    D. Neigher appeal to common sense.

36. T-F. Campbell does not appeal to the widespread tendency to praise and blame actions in arguing for his position.

37. Which is the BEST answer--
    A. Campbell believed in degrees of freedom.
    B. Sartre believes in absolute freedom.
    C. Both A and B are true.
    D. Neither A nor B is true.

38. T-F. Sartre feels that most of humanity acts in "good faith" in the long run.

39. T-F. Sartre equates moral and legal responsibility.

40. According to Russell...
    A. Determinism is a practical maxim of scientific investigation
    B. Determinism is a metaphysical doctrine
    C. Both A and B
    D. Neither A nor B

41. Which is more precisely statable?
    A. Doctrinal determinism
    B. Determinism as scientific lore

42. T-F. The inability of modern physics to determine atomic behavior proves determinism as a doctrine.

43. T-F. Weingartner denies that all civil disobedience is law-breaking.

44. T-F. Lt. Col. Anthony Herbert attempted to take illegal action to protest violations of the Hague and Geneva Conventions.

45. T-F. Russell does <u>not</u> blame the American people for Viet Nam war crimes.

46. Which of these does Chomsky claim America needs...
    A. retribution
    B. therapy
    C. Both A and B
    D. Neither A nor B

47. T-F. Russell feels that America's "racism" is, in part or whole, the cause of its actions in Viet Nam.

48. According to the text, which of the following are possible viewpoints on war?
    A. There is no justifiable war.
    B. There may be some justifiable war.
    C. All war is unjustifiable.
    D. Both A and B.
    E. Both A and C.

49. The Nuremberg Charter suggest that the following are war crimes...
    A. aggression
    B. slave labor
    C. plunder
    D. wanton civic destruction
    E. all of the above

50. T-F. Political ideology is unrelated to considerations of warfare.

ETHICS. Course outline by Walter A. Coole, Skagit Valley College

Skagit Valley College course number: Philosophy 215

Quarter credits: 5 *Semester credits:* 3

Average student completion time: 165 hours

Goal: At the completion of this study of morality, the student should have selected at least one moral issue of importance to himself and have organized his priorities and principles with regard to planned actions about it.

Performance objectives: This course is composed of five "tasks".

The student's objective for Task 1 is to answer the question:

WHY DO WE NEED ETHICS?

in a manner that is:

--satisfactory to himself with regard to content and style
--satisfactory to the instructor with regard to extent, clarity and reasonableness

In Task 2, the student answers the following questions similarly:

HOW DO WE ACCOUNT FOR THE FACT THAT AN ACTION IS PRAISED IN ONE CULTURE AND CONDEMNED IN ANOTHER?

DOESN'T THE FACT OF GREAT DIFFERENCES IN BASIC ETHICAL JUDGEMENTS CAUTION US AGAINST CLAIMING THAT ANY CULTURE IS BETTER THAN OTHERS?

IS THE BASIS FOR DECIDING MORAL VALUES WITHIN A CULTURE THE MAJORITY VIEW?

IF THE MAJORITY VIEW DOESN'T DETERMINE AN ACTION'S RIGHTNESS, SHOULD EACH PERSON DECIDE ON THE BASIS OF HIS FEELINGS?

IS CONSCIENCE THE GUIDE FOR MORAL DECISIONS?

JUST HOW ARE THE MORAL QUALITIES OF AN ACTION TO BE JUDGED?

And in Task 3, the student attempts to improve his moral discourse,

by addressing the following questions to the same or better standards:

WHAT DO WE DO IN SITUATIONS WHERE THERE IS MORE THAN A SINGLE OBLIGATION?

HOW DO WE DEAL WITH CASES IN WHICH EFFECTS ARE MIXED, GOOD AND BAD?

ARE THERE DEGREES OF MORAL RESPONSIBILITY?

ARE THERE ANY UNCHANGING TRUTHS TO GUIDE US?

In Task 4, the student's objectives are to:

- --select a set of facts that he feels are of ethical significance
- --state a course of action he thinks he should undertake with respect to those facts
- --explain in his own words, why he thinks that course of action is the right thing to do

Finally, in Task 5, the student demonstrates his ability to read a simple ethical textbook, and, to demonstrate additional ability or effort, he may perform one of the following:

- --studies a profession-ethical code associated with his chosen vocation, relating the code with the course of action chosen in Task 4
- --writes an essay examination on the course of study
- --acts as a coach for other ethics students
- --writes a research paper, based on the text, or a topic listed in an authoritative philosophical reference

---

Entry. The student should have a mastery of spoken and written English appropriate to a high school graduate, be able to follow simple written and oral instructions, and have a desire to attain the course objectives, when explicitly stated.

Student materials.

Testing form: Automata Student Response Card (1-50)

Pencil, Paper, dictionary

Ruggiero, Vincent Ryan: *The Moral Imperative.* Port Washington, N. Y.: The Alfred Publishing Co. 1973.

Coole, Walter A. ***Ethics*** Syllabus to accompany Ruggiero's *The Moral Imperative.*

Teacher preparation. Study the text, the syllabus, and testing materials

Other materials required:

ETHICS: Final examination (Forms A and B)
ETHICS: Essay examination for A-challenge

ETHICS: Syllabus to accompany
Ruggiero's *The Moral Imperative*
by Walter A. Coole, Skagit Valley
College*

Introduction

OBJECTIVES. At the completion of this study of morality, the student should have selected at least one moral issue of importance to himself and have organized his priorities and principles with regard to planned actions about it.

PROGRESS THROUGH THE COURSE. On the average, this course requires 165 hours to complete. There are five "tasks" in the course. Their time requirements are, roughly...

TASK	HOURS	PERCENT
1	15	9
2	45	27
3	45	27
4	45	27
5	15	9

Please complete the following completion schedule...

TASK	TARGET DATE
1	_____
2	_____
3	_____
4	_____
5	_____

--If you are enrolled at the beginning of a term, your completion-schedule is posted in the open classroom.

--If you are enrolled after the beginning of a term, count the number of days available: _____. This figure, multiplied by .09 is the time available for Tasks 1 and 5; multiplied by .27, yields the number of days available for Tasks 2, 3, and 4.

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*With aid and advice from: Bob Cook, Vicki Parker, John McClure, John Ried, John Connell, and Nickolai Bourbaki.

STUDY GROUP

Some students in ethics prefer working cooperatively on the course. If you wish to, check the philosophy bulletin board in the Open Classroom. Students who organize and lead study groups recieve "A-project" credit.

Things to learn early in the course	How to learn them
How to recite during conference periods	Familiarization session or "Greenlap #8"
The layout of the Open Classroom	Familiarization session or "A Tour of the Open Classroom"
Who's in the Open Classroom	Familiarization session or "Open Classroom People"

TASK 1

Your *OBJECTIVE* for this task will be to answer the question:

WHY DO WE NEED ETHICS?

Your answer should be satisfactory...

[i] to yourself with regard both to content and style
[ii] to your instructor with regard to extent, clarity, and reasonableness

Assignment:

--Read Ruggiero: *the Moral Imperative*, Chapter 1, pp. 5-10.
--Prepare notes sufficient to answer, orally, the questions on pp. 11-12.
--Write a paragraph to answer the question at the beginning of the chapter.
--Discuss your answers with a coach, your study group, or the instructor
--At a scheduled conference, ask your instructor to review your written paragraph for you. He will initial the paper and return it. Keep this and similar papers; they should be reviewed for your final examination.

--THIS IS THE END OF TASK 1--

TASK II

Your *OBJECTIVES* for this task will be to answer the lead-questions for Chapters 2 through 7 in a manner similar to the work you did in Chapter 1.

Your assignment...for each chapter,

--read the chapter
--prepare and discuss the questions at the end of the chapter
--write a paragraph answering the question(s) at the first of the chapter
--have your paragraphs checked off (and please save them)

When you've completed Chapter 7's work, this task is done.

TASK III

Your *OBJECTIVES* for this task will be to answer lead questions for Chapters 8 through 12 in the manner already established, *but with increasing quality.*

As before, your assignments in each chapter...

--read the chapter
--prepare and discuss questions at the end of each chapter
--write a paragraph answering the question(s) at the first of the chapter
--have your paragraphs checked off and save them

When you've completed Chapter 12, this task is finished.

TASK IV

Your *objectives* for this task will be:

1. to select a set of facts that you feel are of ethical significance
2. to state a course of action you think you should undertake with respect to these facts
3. to state why you think this course of action is the right thing to do

---

A. Read "Contemporary Ethical Controversies" in the text, selecting one set of particular interest to you.*

B. Write a concise paper, giving the statements required to complete this task.

C. Have the paper checked by the instructor.

*If you prefer some alternative subject matter, see your instructor. Bring a statement of relevant facts, with bibliographic notes indicating your sources.

TASK V

In this task, you will demonstrate a basic mastery of the text.

HOW TO ACHIEVE A GRADE OF "B":

1. Using a standard 50-entry test form, score at least 40 "right" answers. This test may be completed in the open classroom any time after you have completed Unit IV.

If you don't achieve a score of 40, you may re-take the test (in an alternative form) after additional study--any number of times.

2. Complete the Open Classroom Student Opinionnaire provided.

HOW TO ACHIEVE A GRADE OF "A": (After you've attained a "B")

You have several choices ...

Professional ethics
Successfully writing an essay exam
Writing a research paper of good quality
Acting as a coach
A specially-designed project

PROFESSIONAL ETHICS

This A-project is specifically designed for students who are fully committed to a vocation.

1. Get a copy of the code of professional ethics for your field.* Eg. "The NEA Code of Ethics for the Teaching Profession" or "The Nursing Code of Ethics." Study it carefully.

2. Write a paper, discussing the relation between the course of action you discussed in Task 4 and the code.

3. List at least two organizations concerned with the issue--with whom you can cooperate ethically. (Include addresses.)

4. Submit your paper and the list to the instructor.

*Some codes are available at the college bookstore; others must be sought out.

THE ESSAY EXAM

1. Your essay exam must be taken within two weeks of passing the objective test.

2. It is based on materials found in *The Moral Imperative*. The exam will be open-book; you may use any reference you like. If you use a source other than the text, it must be handed in with the exam.

3. Your essay will be written in the classroom and must meet the following general standards:

--ledgible
--standard grammar and composition
--concise

RESEARCH PAPER

1. Your research paper must be submitted within 5 instructional weeks of passing the objective test.

2. Your paper must be typed (by yourself or anyone else). It should be developed by the procedures and meet general standards set forth in *10 Steps in Writing the Research Paper*, and should be between 10 and 20 pages in length.

3. You may select any topic in the text, the *Dictionary of Philosophy*, or the *Encyclopedia of Philosophy* for your subject.

ACTING AS COACH

1. You may achieve an "A" by coaching, beginning immediately after passing the objective test. You must establish a posted schedule approved by the instructor to begin.

2. You coaching time must include at least one regularly scheduled conference period per week.

3. Your duties will be to:

--answer routine questions about the open classroom to all students who ask for help; to assist ethics students specifically with both course procedures, content, and reading difficulties

--set an example of scholarly industry and curiosity

4. For more information on coaching, see the "Coaches' Notebook".

There are other subjects being studied in the Open Classroom. You may be interested. If you've completed this course before the end of the term, you may wish to get started right away in a new course. You may register now or delay until the beginning of next term--but either way, you're welcome to begin the work of the course now.

Here are some options available in philosophy...

INTRODUCTION TO PHILOSOPHY. Fundamentals of philosophical technique; 165 hours.

INFORMAL LOGIC. A study of problem-solving strategies and the use of language as a problem-solving tool. Also treats informal fallacies; 100 hours.

FORMAL LOGIC. A rigorous study of deductive methods, using symbolic logic; 165 hours.

INDIVIDUALIZED STUDIES. (Variable time and credits)

Advanced surveys of philosophy and ethics applied to such problems as: self-development, politics, technology, ecology.

Historical studies.

Advanced logical studies, including the foundations of mathematics.

Philosophy of science.

Aesthetics--consideration of beauty, liesure, and enjoyment.

Propaganda analysis.

Philosophic public service projects.

To undertake individualized studies, you must negotiate a learning contract with the instructor before registering.

ETHICS: Final Examination
(Form A.)

DO NOT WRITE IN THIS BOOKLET.

This is not a test of your personal beliefs. It is a test of your mastery of Ruggiero's *The Moral Imperative*. In determining "true" and "false", take that text's viewpoint.

1. T-F. The decision that an act is wrong is an ultimate one.

2. T-F. Ethics concerns situations in which there is a choice of behavior involving human values.

3. T-F. The Bible is a simple book admitting to only one interpretation.

4. T-F. Moral intuitions, based on direct, immediate judgements, are the surest guide to correct ethical decisions.

5. T-F. Murder is wrong in all cultures.

6. T-F. The principle of cultural relativity does not support the thesis of ethical relativity.

7. T-F. Differences in value are more apparent than real.

8. T-F. Justice and courage appear to be interculturally valued.

9. T-F. It is never acceptable to compare two cultures morally.

10. Which of the following choices is closest to Ruggiero's view of using human subjects for medical experiments?
    A. Humans should never be used for medical experimentation.
    B. If treated kindly, humans may be used for worthy medical experiments.
    C. Neither of the above.

11. T-F. Ethical progress is guaranteed as the result of our culture's historical development.

12. T-F. Judging an action is not the same as judging the agent.

13. T-F. The majority opinion is the single index of moral rightness.

14. T-F. Statistical summaries provide full information about moral judgements.

15. T-F. Even if every country in the world approved of slavery, it would nevertheless be wrong.

16. T-F. Ethical judgements are unusually vulnerable to emotional bias.

17. T-F. Freedom of moral judgement is, currently, a popular precept.

18. T-F. No one has the right to criticize another's moral decisions.

19. T-F. Many actions are wrong, despite the agent's feelings of their rightness.

20. T-F. Feelings, themselves, are proper subjects for moral evaluation.

21. T-F. Following conscience is more reasonable than following preferences.

22. T-F. Conscience is independent of one's conditioning.

23. T-F. Social relations affect conscience.

24. T-F. True freedom lies in questioning one's conscience.

25. A definition of right must...
    A. shun difference
    B. embrace similarities
    C. both A and B
    D. neither A nor B

26. Which of these concerns is common to most ethical theories?
    A. obligations
    B. ideals
    C. consequences
    D. all of the above
    E. none of these

27. Which of these are *elements* of Ruggiero's definition of morality?
    A. obligations
    B. ideals
    C. consequences
    D. all of the above
    E. none of these

28. T-F. In order for an action to be called "right" it must pass scrutiny under all definitive elements.

29. W. D. Ross suggests which kind of obligation other than faith with people?
    A. reparation
    B. gratitude
    C. justice
    D. beneficience
    E. all of the above

30. T-F. In cases where two or more obligations are in conflict, we should consider the relative importance of each and give preference to the important one.

ETHICS. Essay examination. by V. R. Ruggiero, State University Agricultural and Technical College.

PLEASE DO NOT WRITE ON THIS SHEET.

Answer both questions, analyzing and judging carefully. Apply whatever is relevant from what you learned in the course.

I. Sixty eight years ago in Slingerlands, N. Y., near Albany, a sawmill operator faced a moral dilemma. His wife, who had had seven children in nine years, was pregnant again and due to deliver soon. She also was fatally ill with what later proved to be tuberculosis. Should he keep the baby, knowing he would surely not be able to provide for her adequately? Should he put her up for adoption? He chose a third course of action. He made arrangements with a childless couple he knew to *give* them the baby (illegally) as soon as she was born. And he subsequently did so. Judge the morality of his action, explaining and supporting your position in terms of the principles presented in the course.

II. In your own words, as comprehensively as you can, discuss what the course taught about the following matters:

a) How NOT to judge an ethical issue. (That is, what erroneous notions to avoid.)
b) How to judge an ethical issue.
c) How to judge a person who behaves unethically in a particular situation.

ETHICS. Instructor's response to final examination essay. By V. R. Ruggiero, State University Agricultural and Technical College.

	Poor	Fair	Acceptable	Good	Excellent
1. Applied all principles from the text that were appropriate to the issue.					
2. Got beyond surface considerations; probled the complexities and subtleties of the issue.					
3. Gave evidence of having actually considered and weighed alternative views of the issue.					
4. Was sensitive to what points needed explanation or examples to eliminate vagueness or ambiguity.					
5. Decided *wisely* where to be certain and forceful about the issue and where to qualify the answer.					
6. Presented thoughts clearly in a coherent, easy-to-follow manner.					
7. Avoided unnecessary representation of ideas.					
8. Chose wording precise enough to be meaningful and varied eough to be interesting.					
9. Avoided faltering and fumbling.					
10. Seemed to have anticipated the questions that would be asked, and was ready with thoughtful answers.					

Additional comment. _____

ADVANCED SURVEY OF PHILOSOPHICAL PROBLEMS.
Course outline by Walter A. Coole and John D. Connell, Skagit Valley College

Skagit Valley College course number: Philosophy 255

Quarter credits: 5 *Semester credits:* 3

Average student completion time: 165

This course may be repeated for credit, provided that new subject-matter is undertaken.

Goal. At the completion of this course of study, the student will have identified a significant contemporary problem of personal concern; the student will then have identified *philosophical concepts* he can relate to that problem and will have studied the works of several noted philosophers who have written on the concepts thus identified.

Performance objectives. The student will be able to ...

I. extract from lengthy anthologies, devoted to broad, contemporary social issues, a succinct problem-formulation, stating his own interest in the problem;

II. list terms used in the discipline of philosophy to represent concepts--said concepts to be relatable to the problem formulated;

III. conduct scholarly and philosophic studies of the concepts identified.

The superior student will demonstrate the ability to...

IV. write a lengthy philosophic essay on one or more concept, setting forth his own viewpoint with appropriate arguments.

Entry. In order to perform satisfactorily in this course and be happy in its activities, the student should be able to manage his time well and...

1. write academically acceptable essays (eg. as demonstrated by achieving a grade of "A" in a freshman English-composition course)
2. philosophize at "Achievement Level Three" (original insight) as set forth in Williams: *Man Asks Why*. Columbus, Ohio. Merrill Publishing Co. 1973 (p. 39).*

*This description is reproduced in our course outline for INTRODUCTION TO PHILOSOPHY.

Student Materials.

Paper, pencil, notebook

Mourant & Fruend: *Problems of Philosophy.* NY. The MacMillan Co. 1964.

Coole & Connell: ADVANCED SURVEY OF PHILOSOPHICAL PROBLEMS. Syllabus to Accompany *Problems of Philosophy.*

The students choice of one of the following...

Burke: *The New Technology and Human Values.* Belmont, CA. Wadsworth Publishing Co. 1972.

Cohen: *Communism, Fascism, and Democracy.* NY. Random House. 1962.

De Villeneuve: *Viewpoints: The Enemy Is Us.* Minneapolis. Winston Press. 1973.

Dewey & Gould: *Freedom: Its History, Nature, & Varieties.* NY. The MacMillan Co. 1970.

Elias, Gillies, & Riemer: *Metropolis: Values in Conflict.* Belmont, CA. Wadsworth Publishing Co. 1969.

... or a similar anthology acceptable to the teacher.

Institutional material (Library or open classroom facility)

Roget's Thesaurus.

Runes: *Dictionary of Philosophy*

Encyclopedia of Philosophy

Coole & Connell: Model Answers for *Problems of Philosophy*

Oxford English Dictionary

Teacher preparation. Study texts and syllabus.

ADVANCED SURVEY OF PHILOSOPHY. Syllabus to *Problems of Philosophy*. By Walter A. Coole and John D. Connell, Skagit Valley College.

At the completion of this course of study, you will have identified a significant contemporary problem of personal concern; you will then have identified *philosophical concepts* you can relate to that problem and have studied the works of several noted philosophers thus identified.

Student materials.

Paper, pencil, notebook

Mourant & Fruend: *Problems of Philosophy*. NY. The MacMillan Co. 1964.

A copy of this syllabus

And your choice of one of the following...

Burke: *The New Technology and Human Values*
Cohen: *Communism, Fascism, and Democracy*
De Villeneuve: *Viewpoints: The Enemy is Us*
Dewey & Gould: *Freedom: Its History, Nature, and Varieties*
Elias, Gillies, & Riemer: *Metropolis: Values in Conflict*

... or a similar anthology acceptable to the teacher.

Timing your work. To achieve a grade of "B", you are asked to complete in a satisfactory manner, the first three units of the course. For a grade of "A", you may submit the results of Unit IV. Each unit requires about 40 hours' work on your part. Please set target dates for each unit's completion below...

UNIT	TARGET DATE
I	_____
II	_____
III	_____
IV (A-Project)	_____

Preliminaries.

[ ] Put this syllabus in a notebook with spare paper behind it.

If you wish, separate the units of the syllabus with index tabs.

[ ] Locate the following...

Roget's Thesaurus

Runes: *Dictionary of Philosophy*

Encyclopedia of Philosophy

Model Answers for *Problems of Philosophy*

Oxford English Dictionary

UNIT I: A Contemporary Problem

Your *objective* in this unit will be to extract from the anthology you have selected, a succinct problem-formulation, stating your own interest in the problem.

Learning Activity

[ ] Read and summarize chapter-by-chapter, the anthology you have selected. The summary--about 20 pages--should be the first insertion in your notebook, after this page.

[ ] Write *in one paragraph*, a statement of the problem you found most interesting.

[ ] Write a brief personal essay, telling what your private interest in the problem is. Place both the problem-statement and your essay in the notebook.

Unit checkout.

Submit your notebook for your instructor (or study group) to examine.

UNIT II: Concept Identification

Your *objective* for this unit of study will be to identify five philosophic concepts that can be related to the problem you have formulated.

Learning activities

[ ] From the problem-statement you formulated in the previous unit, extract five of the words that you consider to be of most *philosophical* significance. List them below:

1 _____

2 _____

3 _____

4 _____

5 _____

[ ] Collect *OED*[1] definitions of each and include them in your notebook immediately after this sheet. You may use xeroxed copies if you wish.

[ ] Using *DP*[2] and *EP*[3], select five philosophic concept-words or phrases corresponding to the five problem-words you have listed above. You'll find *Roget's Thesaurus* invaluable in this process. List the words and phrases you've selected here...

1 _____

_____

2 _____

_____

3 _____

_____

4 _____

_____

5 _____

_____

[ ] Find philosophic definitions of the foregoing list from: *OED*, *DP*, or *EP*. Interleave these definitions immediately after the previous collection.

Unit check. Submit your notebook for examination.

---

1. The abbreviation '*OED*' is a recognized scholarly abbreviation for '*Oxford English Dictionary*'.
2. Among philosophic scholars, '*DP*' is a recognized abbreviation for Runes' *Dictionary of Philosophy*.
3. *Encyclopedia of Philosophy*

UNIT III: Philosophic Studies

Your *objective* for this unit will be to study in a scholarly and philosophic manner, five essays treating the concepts you have identified.

Learning activities

[ ] From Mourant & Freund: *Problems of Philosophy*, select five essays which treat in some helpful way, the five philosophic concepts selected in Unit II. List them...

	AUTHOR	TITLE
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

In case you cannot find appropriate essays in *Problems of Philosophy*, you'll have to look elsewhere. If something doesn't turn up easily for you, consult with your instructor.

[ ] Read and study, thoroughly, the five essays you have selected.

[ ] Write out the answers to the questions at the end of each essay. If you have selected essays from other sources, and have no study-questions at the end of the chapter, write out a detailed outline of each essay.

[ ] Compare your results with those illustrated in the Model Answers for *Problems of Philosophy*.

Unit checkout

Submit your complete notebook to your instructor for review. Allow about three days for him to read your work.

Completion of Unit III satisfactorily is sufficient for you to attain a grade of "B" in this course.

This course may be repeated for credit several times. For each repetition, you must use a different anthology in Unit I and select different essays in Unit III.

UNIT IV: Your Philosophic Viewpoint

To attain a grade of "A", you should be able to write a lengthy essay in scholarly form to high compositional standards. In this essay, you should set forth your own viewpoint with appropriate philosophical discussion.

Learning activity (Check each step with your instructor before proceding)

[ ] Write a thesis statement for a lengthy philosophic essay on one or more of the concepts you have studied. This thesis statement should deal with a definition of a concept-word; criticize an essay you've read; or treat the relationship between concepts--in light of the problem discussed in Unit I.

[ ] Construct a detailed outline of your proposed essay.

[ ] Write the essay in neat draft form.

Unit Checkout

Submit a final copy of your essay TYPEWRITTEN. (You may have the typing done by someone else if you wish.) If you wish a copy of your paper, make a carbon or xerox copy.

ADVANCED SURVEY OF ETHICS. Course outline
by Walter A. Coole and John D. Connell,
Skagit Valley College

Skagit Valley College course number: Philosophy 255

Quarter credits: 5 *Semester credits:* 3

Average student completion time: 165 hours

Goal: At the completion of this study of ethics, the student should have surveyed a number of substantive ethical topics of personal, vocational, and social living; and furthur, begun to develop his own theoretical views regarding the morally good life.

Performance objectives. In the three units of study in this course, the student will learn to...

I. account for moral behavior in terms of human development;
II. state in summary form, a number of recognized ethical theories;
III. discuss contemporary moral issues rationally.

Entry. The student should have demonstrated attainment of the following skills...

READING: 14th grade-level

WRITING: (a) ability to answer sophisticated questions in a straightforward way, avoiding gross grammatical, punctuation, and spelling errors
(b) ability to outline in "Harvard" style
(c) ability to write a critical essay in response to a passage of text

WORK-MANAGEMENT: proven capacity to plan own work over an extended period and adhere to that plan.

In addition, the student is expected to have some familiarity with basic ethical concepts; eg. those explored in Ruggiero: *The Moral Imperative.* Port Washington, NY. The Alfred Publishing Co. 1973.

Student materials.

Titus & Keeton: *Ethics for Today.* NY. American Book Co. Fifth edition. 1973

Titus & Keeton: *Range of Ethics.* NY. American Book Co. current ed.

Coole & Connell: Advanced Survey of Ethics. Syllabus to accompany *Ethics for Today*.

Notebook, pencil, and paper

College dictionary

Teacher preparation. Study the text, the syllabus, and testing materials.

Other materials required.

Coole & Connell: Model book for *Ethics for Today*.

ADVANCED SURVEY OF ETHICS. Syllabus to accompany *Ethics for Today*. 5th ed. by Walter A. Coole and John D. Connell, Skagit Valley College.

This is a course of study for the academically sophisticated student who wishes to pursue the study of ethics furthur than a basic course. Your goals for this course are:

to survey a number of substantive ethical topics of personal, vocational, and social living

to develop your own theoretical views regarding the morally good life

Objectives. In the three basic units of the course, you will be expected to ...

I. demonstrate that you have considered, thoughtfully, the extent of the current crisis in human morality

II. summarize cogently, a number of alternative moral theories

III. discuss contemporary moral issues rationally.

A fourth unit of study is provided for students who wish to achieve a grade of "A" for the course.

Please plan your progress through the course...

UNIT	TARGET DATE FOR COMPLETION
I	_____
II	_____
III	_____
IV (Optional)	_____

UNIT I

Assignments.

1. Read Chapter I of both *Ethics for Today* and *Range of Ethics*.
2. Outline both. Compare your outline with that given in the *Model Book for Ethics for Today*.
3. Select any three of the "Questions and Projects" at the end of

Chapter I, *Ethics for Today*. Write out your responses and compare them with examples given in the *Model Book*.

4. Write a critical essay, responding to your readings in the foregoing.

5. Write a short essay, comparing the three methods of responding to a text. Include a reasoned discussion of the method you feel most effective for your learning. Compare your results with examples given in the *Model Book*.

Unit Checkout.

Write a few notes in preparation for a visit with your instructor. Be prepared to discuss the following passage from *Ethics for Today*, p. 1...

> The current doubt, turmoil, and despair reflect a loss of consensus among men about what is good or right and what is better or worse in human conduct for the present time.

UNIT II

Please inspect the Table of Contents in *Ethics for Today*. This unit of study is concerned with Part I of the text.

Now, inspect *Range of Ethics*. You should note a parallelism between the topics in this text and the other.

Assignments

1. Read all of the chapters in Part I, *Ethics for Today* and the corresponding chapters in *Range of Ethics*.

2. Respond to your reading in one of three ways (your choice)...
   (a) answer three questions from the end of each chapter in *Ethics for Today*.
   (b) outline your readings
   (c) write a critical response

3. Compare your responses with examples given in the *Model Book*.

Unit Checkout.

1. From the various standards discussed in Part I, select the principle which appeals to you *most* and which appeals the *least*.

2. Write a concise statement of each standard.

3. Tell why you chose each.

Turn in your paper for your instructor's comment with the instructor's response-sheet attached.

ADVANCED SURVEY OF ETHICS. Instructor's response to Unit II paper. Adapted from materials designed by V. R. Ruggiero, State University Agricultural and Technical College of New York.

	Poor	Fair	Accept-able	Good	Excellent
1. Applied all principles from the text that were appropriate to the issue.					
2. Got beyond surface considerations; probed the complexities and subtleties of the issue					
3. Gave evidence of having actually considered and weighed alternative views of the issue.					
4. Was sensitive to what points needed explanation or examples to eliminate vagueness or ambiguity.					
5. Decided *wisely* where to be certain and forceful about the issue and where to qualify the answer.					
6. Presented thoughts clearly in a coherent, easy-to-follow manner.					
7. Avoided unnecessary representation of ideas.					
8. Chose wording precise enough to be meaningful and varied enough to be interesting.					
9. Avoided faltering and fumbling.					
10. Seemed to have anticipated the questions that would be asked, and was ready with thoughtful answers.					

Additional comments. _____

_____

_____

_____

_____

_____

UNIT III

Assignments.

1. Read Part II of *Ethics for Today* and the corresponding chapters of *Range of Ethics*. As you read each, summarize each chapter in a paragraph.

2. Review your work and select THE single issue which you find most urgent, or which you believe you can do something about. Assemble newspaper and magazine clippings (or xeroxed copies) into a notebook. Write comments on each article.

Unit Checkout.

Submit your summaries and notebook to the instructor several days in advance of a conference. During the subsequent conference, ask your instructor for his criticism.

WHEN YOU HAVE COMPLETED UNIT III, YOU WILL HAVE COMPLETED THE COURSE WITH A GRADE OF "B". THE FOLLOWING UNIT IS FOR STUDENTS WHO WISH TO ATTAIN A GRADE OF "A".

UNIT IV

To achieve a grade of "A", you may submit three book reports, on books listed in "Suggested Readings" in *Ethics for Today*. Your report should by typed or handwritten neatly. An acceptable length for each report will be three pages typed singled-spaced or ten pages handwritten.

Please include in the heading, a note of the library or bookstore where you obtained the book.

If you wish to keep a copy of your paper, you should make a carbon or xerox copy. Your instructor will probably wish to include your paper in the *Model Book*.

INDIVIDUAL PILOT STUDY ON MODERN PHILOSOPHERS
Course outline by Walter A. Coole, Skagit Valley College

Skagit Valley College course number: Philosophy 251

Quarter credits: 1 Semester credits: ½

Average student completion time: 35 hours

Goal: this course is designed as a preliminary to a full-scale scholarly study of a modern philosopher of the student's choice. It is separated from the main study administratively, so that the student may exercise an option of eschewing the full study without losing credit for his efforts.

Performance objectives: At the end of this course, the student will have...

I. compiled biographical data on "his" philosopher
II. written an extensive bibliography with locations of the works listed
III. selected one lengthy work written by "his" philosopher and identified its key concepts, stating his interest in them
IV. assessed his reading, writing, and self-management skills in light of the requirements of the tasks involved in a full-scale study
V. proposed and negotiated a learning contract for a 5-credit independent study course of his own construction

Entry

The student must be capable of writing a lengthy research paper on his own whose compositional quality is equivalent of "A" work in a college freshman English composition course.

The student should have completed the introduction to philosophy, preferably using Williams' *Man Asks Why* or similar text; the student must be capable of a high degree of self-motivation and time-management and must be intrinsically interested in "his" philosopher.

It is highly desirable that the student be able to type his term papers; failing this, he must have neat, ledgible handwriting.

Student materials

3" X 5" index cards
Notebook, pen, paper
College dictionary
Runes: *Dictionary of Philosophy*
Markman & Waddell: *10 Steps in Writing the Research Paper*

Other materials

Encyclopedia of Philosophy
Century Cyclopedia of Names
Who's Who
Oxford English Dictionary

Teacher preparation

The teacher should be philosophically trained in a broad view of philosophy through the masters' level and should be able to supervise students in independent research projects in the discipline.

He should be able to relate philosophic concepts to "real world" problems and assist others in doing so.

The teacher should have a good general command of his own college's library holdings in philosophy and should be an accomplished listener.

INDIVIDUAL PILOT STUDY ON MODERN PHILOSOPHERS
by Walter A. Coole and John D. Connell, Skagit Valley College

Your goal in this brief pilot study of about 30 hours' work will be to prepare for a more complete study of a modern philosopher who interests you. To achieve this goal, you will be led through five units of study, whose objectives are:

I. Compiling biographical data on "your" philosopher
II. Writing an extensive bibliography with locations of the works listed
III. Selecting one lengthy work written by "your" philosopher; identifying its key concepts and stating the value of their study to you
IV. Assessing your reading, writing, and self-management skills in light of the requirements of the task you are setting for yourself
V. Proposing and negotiating a learning contract for an intensive study of the work selected in Unit II.

Please enter target dates for your pilot study in the spaces given below:

UNIT I: _____

UNIT II: _____

UNIT III: _____

UNIT IV: _____

UNIT V: _____

Materials required for this pilot study should be acquired immediately.

3" X 5" index cards
Notebook, pen, and paper
College dictionary
Runes: *Dictionary of Philosophy*
Markman & Waddell: *10 Steps in Writing the Research Paper*

Written work for this study must be typed or handwritten, neatly, in ink. Where appropriate, xeroxed materials may be pasted or taped on 8½" X 11" sheets. All your work should be kept in a notebook.

Extra-careful effort in your pilot study will make the later study more efficient and enjoyable.

UNIT I: Biography

Your first effort should be directed at learning some details of "your" philosopher's life.

Copy, paraphrase, or complie xeroxed extracts of biographical articles in sources of the following kind:

Encyclopedia of Philosophy
Century Cyclopedia of Names
Who's Who

Translate the data collected into a chronological table with three columns headed:

Date *Biographical event* *Historical event*

Under "historical event" list two kinds of things--

--events that are useful in understanding the time and circumstances "your" philosopher experienced

--events that appear to have affected his thinking

UNIT II: Bibliography

Please begin this unit by studying *10 Steps*, pp. 11-40.

Then, compile your bibliography on 3" X 5" cards as indicated. For each entry, state the location where the work can be checked out or used.

UNIT III: Focusing In

Return to *10 Steps*, pp 2-10. Then, formulate a temporary thesis, specifying one of the chosen philosopher's works (either essay or book) to study as a primary source.

Make a list of key concepts (abstractions); consult Runes' *Dictionary* on each.

Compile xerox copies of the *Oxford English Dictionary* [O. E. D.] definitions of each major concept-word you expect to encounter.

Write a brief statement about how you might benefit by a mastery of the concepts to be studied.

(You may wish to purchase a copy of the major work being studied.)

UNIT IV: Self-Assessment

READING: List two books whose reading-difficulty is comparable to the work you intend to study; these should be books you have read and mastered. Write an account of the circumstances under which you read these books and of the evidence you have that you understand them thoroughly.

WRITING: Examine *10 Steps*, pp. 85-95 carefully. This is the kind of final paper you'll be asked to turn in as a result of your studies.

Write a paragraph or two, telling how you learned how to write a scholarly paper.

SELF-MANAGEMENT: Give a brief account indicating your ability to...

allocate work on a time-schedule

keep to that schedule

UNIT V: Writing Your Learning Contract

Examine the attached copy of a learning contract. THIS FORM IS TO BE COMPLETED AS A LAST STEP OF THIS UNIT OF STUDY. DON'T FILL IT OUT YET.

The project's title should be the title of your final paper.

The object should read something like this...

> *to write a scholarly paper on ....., meeting the standards exemplified in the student manual, 10 STEPS TO WRITING THE RESEARCH PAPER*

Now, read the table of contents in *10 Steps*. During this pilot study, you will have completed steps 1-4. "Activities" to be listed on your learning contract should include steps 5-10. You'll be asked to set up target dates for each of the six steps. You should allow the instructor at least a week to read your paper before the end of the term.

The first copy of the paper will be retained by the instructor, so if you want a copy, plan to make a carbon copy or xerox for yourself.

Completing the Pilot Study

Make an appointment to interview your instructor. During this interview, you should have all materials and notes available for reference.

Your instructor will review your pilot study and you can then negotiate the learning contract's final form.

SKAGIT VALLEY COLLEGE

APPROVAL FOR REGISTRATION IN INDEPENDENT STUDY

_____ QUARTER 19_____

This form **must be** presented at the **time of registration** in order to enroll in Independent Study courses. Use the course number 251 for 1 credit work, 252 for 2 credits, 253 for 3 credits, 254 for 4 credits, 255 for 5 credits

The form must be filled out in quadruplicate:

White — Instructor's Copy
Yellow — Student's Copy
Pink — Registration Office Copy
Goldenrod — Registration Office Copy

Student's Name_____

Department and Course No. _____ No. of Credits _____

Instructor Approval _____

Division Chairman Approval _____

Give a brief statement of the project below.

Title of project:_____

_____

Objective of the project:_____

_____

_____

_____

_____

Activities to accomplish the objective:_____

_____

_____

_____

_____

_____

INDIVIDUAL PILOT STUDY ON A PHILOSOPHICAL CONCEPT. Course outline by Walter A. Coole, Skagit Valley College

Skagit Valley College course number: Philosophy 251

Quarter credits: 1 Semester credits: ½

Average student completion time: 35 hours

Goal: this course is designed as a preliminary to a full-scale scholarly study of a philosophical concept of the student's choice. It is separated from the main study administratively, so that the student may exercise an option of eschewing the full study without losing credit for his efforts.

Performance objectives: At the end of this course, the student will have...

I. identified a philosophical concept of interest to him and compiled information on its natural-language discourse
II. read at least one philosophical review of the concept
III. compiled a bibliography on the topic, including at least five recognized philosophical essays treating the subject
IV. stated the source of his interest in the subject
V. assessed his reading, writing, and self-management skills in light of the requirements of the tasks involved in a full-scale study
VI. proposed and negotiated a learning contract for a 5-credit independent study course of his own construction

Entry

The student must be capable of writing a lengthy research paper on his own whose compositional quality is equivalent of "A" work in a college freshman English composition course.

The student should have completed the introduction to philosophy, preferably using Williams' *Man Asks Why* or similar text; the student must be capable of a high degree of self-motivation and time-management and must be intrinsically interested in "his" philosopher.

It is highly desirable that the student be able to type his term papers; failing this, he must have neat, ledgible handwriting.

Student materials

3" X 5" index cards
Notebook, pen, paper
College dictionary
Runes: *Dictionary of Philosophy*
Markman & Waddell: *10 Steps in Writing the Research Paper*

Other materials

Encyclopedia of Philosophy
Century Cyclopedia of Names
Who's Who
Oxford English Dictionary
Roget's Thesaurus
Rodale: *The Word Finder*
Bahm: *Directory of American Philosophers*

Teacher preparation

The teacher should be philosophically trained in a broad view of philosophy through the masters' level and should be able to supervise students in independent research projects in the discipline.

He should be able to relate philosophic concpepts to "real world" problems and assist others in doing so.

The teacher should have a good general command of his own college's library holdings in philosophy and should be an accomplished listener.

INDIVIDUAL PILOT STUDY ON A PHILOSOPHICAL CONCEPT by Walter A. Coole and John D. Connell, Skagit Valley College

Your goal in this brief pilot study of about 30 hours' work will be to prepare for a more complete study of a philosophical concept which interests you. To achieve this goal, you will be lead through six units of study, whose objectives are:

I. Identifying a philosophical concept of interest to you and compiling information on its natural-language discourse
II. Reading at least one philosophical review of the concept
III. Compiling a bibliography on the topic, including at least five recognized philosophical essays treating the subject
IV. Stating the source of your interest in the subject
V. Assessing your reading, writing, and self-management skills in light of the requirements of the task you are setting for yourself
VI. Proposing and negotiating a learning contract for an intensive study of the conceptual topic

Please enter target dates for your pilot study in the spaces given below:

UNIT I: _____

UNIT II: _____

UNIT III: _____

UNIT IV: _____

UNIT V: _____

UNIT VI: _____

Materials required for this pilot study should be acquired immediately.

3" X 5" index cards
Notebook, pen, and paper
College dictionary
Runes: *Dictionary of Philosophy*
Markman & Waddell: *10 Steps in Writing the Research Paper*

Written work for this study must be typed or handwritten, neatly, in ink. Where appropriate, xeroxed materials may be pasted or taped on 8½" X 11" sheets. All your work should be kept in a notebook.

Extra-careful effort in your pilot study will make the later study more efficient and enjoyable.

UNIT I: Conceptual Vocabulary

Begin this unit by studying *10 Steps*, pp. 1-10. This will give you an idea of a set of tasks to be carried out at the end of the unit.

For the moment, however, we shall work on compiling a list of words to be of use in carrying out the task of stating a thesis--and some data about these words.

Assuming that you wish to study a philosophical concept, you will need some words to express yourself with--and to think with.

Take a sheet of paper, and write down all the words and phrases which describe the concept you are contemplating; take your time, and get a fairly long list.

Next, copy them off onto 3" X 5" index cards, arranging the deck in alphabetic order. Now, consult your college dictionary for each entry; take notes as you desire, and make up new cards for additional words and phrases that occur to you in this process.

With the resulting deck of cards, consult the following:

Rodale: *The Word Finder*
Roget's Thesaurus

Take additional notes as you see fit. Remember that at this stage, the more vocabulary you can collect, the easier your writing task will be later on.

Now, spread the cards out on a large surface, where you can see them all at once. Select a maximum of five cards (less if you can), repersenting key words that will be used in your temporary thesis statement; list these key words below.

_____

_____

_____

_____

_____

Compile xerox copies of the *Oxford English Dictionary* [O. E. D.] definitions of each key word you have listed.

You have completed the first of the ten steps.

UNIT II: Reading a General Article

Re-read *10 Steps*, pp. 4-5. In this philosophical study, you may have to pursue the matter more extensively than the encyclopedia sources suggested. Here are alternate sources:

Runes' *Dictionary of Philosophy*
Encyclopedia of Philosophy

Complete Step 3, writing a temporary thesis and outline.

UNIT III: Bibliography

Please begin this unit by studying *10 Steps*, pp. 11-40.

Then, compile your bibliography on 3" X 5" cards as indicated. For each entry, state the location where the work can be checked out or used. This bibliography should include at least five recognized philosophical essays on the subject.

How do you decide when a work is philosophically recognized? As a preliminary, look up the author in Runes' *Dictionary* or *The Encyclopedia of Philosophy*; contemporary philosophers are listed in Bahm's *Directory of American Philosophers* and similar listings for foreign philosophers. See your instructor if in doubt; it will be helpful to bring the work in question.

UNIT IV: Stating Your Interest

In this unit, you are asked to write a concise essay, setting forth source of your interest in the topic. The following questions are provided as means of getting started on the essay.

1. What problem would a mastery of the concept help solve?

2. Does the concept in question suggest a pattern for your life?

3. Is the concept related to your chosen vocation? If so, how?

4. Could a person use the concept in maintaining mental health in the contemporary world?

5. How could the concept be useful in intellectual communication between people?

6. Does the concept represent a responsibility?

7. Is the concept significant in discussing our heritage?

UNIT V: Self-Assessment

READING: List two books or articles whose reading-difficulty is comparable with the more difficult of the works you will study; these should be books or articles you have read and mastered. Write an account of the circumstances under which you read these and of the evidence that you understand them thoroughly.

WRITING: Examine *10 Steps*, pp. 85-95 carefully. This is the kind of final paper you'll be asked to turn in as a result of your studies.

Write a paragraph or two, telling how you learned how to write a scholarly paper.

SELF-MANAGEMENT: Give a brief account indicating your ability...

to allocate work on a time-schedule

to keep to that schedule

UNIT VI: Writing Your Learning Contract

Examine the attached copy of a learning contract. THIS FORM IS TO BE COMPLETED AS A LAST STEP OF THIS UNIT OF STUDY. DON'T FILL IT OUT YET.

The project's title should the title of your final paper.

The objective should read something like this...

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Completing the Pilot Study

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Your instructor will review your pilot study and you can then negotiate the learning contract's final form.

UNIVERSITY OF CALIF.
LOS ANGELES

APR 25 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

SKAGIT VALLEY COLLEGE

APPROVAL FOR REGISTRATION IN INDEPENDENT STUDY

_____ QUARTER 19_____

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Activities to accomplish the objective: _____

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